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cation of "masculine" as an epithet to characterize the English language smacks rather of the philosophy of renascent Italy than of twentieth-century philology. It is a further drawback that the chapters offer no such coherent presentation of the subject *in toto* as one finds, for example, in Toller's *Outlines of the History of the English Language*. To achieve that, indeed, was difficult without risk of duplication; and all will agree that the present work is fundamentally sound, instructive, and interesting.

HARVARD UNIVERSITY

PERCY W. LONG

Wider Use of the School Plant. By CLARENCE ARTHUR PERRY. New York: Charities Publication Committee (Russell Sage Foundation), 1910. Pp. xiv+423. \$1.25.

In an introduction to the book, Dr. Gulick states his view of the problem of extending the use of the school plant. Three things must be borne in mind. First, the school is the natural focal point of the community's social life, since it centers the universal interest in children and cuts through social, religious, and even racial lines. Second, as the school already belongs to the people it is proper to employ it for their social activities. Making it useful for twelve instead of five hours a day would involve few administrative changes and a comparatively slight expenditure of money. The newer ideal does not limit its application to the schooling of children, but extends it to the intellectual progress of all who would follow the paths of learning. Third, in every case this movement for using school property and machinery to meet the larger community needs requires additions to the staff. The principals and teachers of the day school, even though willing to sacrifice time and energy to the wider work, should not be permitted to do so, their best service to the community being possible only when they are not overburdened.

Considering the multitude of good things, to select the salient features of this clear factual treatment involves the same difficulty that the traditional small boy meets when he makes his way through a Thanksgiving dinner. The results accomplished seem a fairy tale to those who attended the public schools twenty years ago. Some of the topics discussed are: evening schools at home and abroad, vacation schools, school playgrounds, public lectures and entertainments, evening recreation centers, social centers, organized athletics, games, folk-dancing, meetings in school-houses, and social betterment through wider use. A full index enhances the value of the work for those who are interested in a summary of the present situation in any special direction of improvement, and at the end of each chapter carefully selected references are suggested. The refreshing absence of theorizing about the scope and function of the public school insures a reading outside the circle of professional school men. Particular attention is given to the financial and administrative sides. Those whose mission is propaganda of new things and those engaged in the various lines of amelioration will find items bearing on their work.

The following features of the discussion deserve mention. (1) It is shown that there is a painful lack of the right kind of teachers and administrators of all forms of the extension work. Those who are afflicted with "pedagogical cramp" will not do. Neither will the man trained in the ways of the university necessarily appeal to a group of practical immigrants. In some cases men working at their trades during the day are found

most competent to teach at night. In Nottingham, England, experienced housewives have charge of the domestic instruction of girls. Men and women qualified for the direction of play are rare. (2) One is impressed with the degree of solicitude shown for the immigrant. He is given instruction in the English language, in "citizenship," and some instruction in the trades. This is one of the most important steps in the history of the social consciousness and the process of assimilation. (3) Some progress has been made in securing the co-operation of employers and trade-unionists with the makers of the evening-school curriculum, somewhat similar to the Munich plan. A noteworthy advance, too, is the provision in social centers for studying the tastes of boys and girls for the purpose of finding suitable employment for them. (4) There is a strong current of opinion in favor of compulsory continuation schools, and a recognition that a high standard set by the community is responded to more easily than the individualists will admit. (5) The cementing and humanizing power of song, dance, and drama when it proceeds from a community life is strikingly illustrated, and, on the more intellectual plane, the civic value of free and fair discussion of social problems within the walls of an institution standing for the community interest is widely appreciated.

In Great Britain the public school is increasingly advertising itself. It sends circular letters to the parent and to the employer. It provides facilities and strives to create a disposition to utilize the available opportunities. To some extent the same is true in America: chap. iv treats of the value of publicity and the devices used by evening schools to promote attendance. It appears that the methods and standpoint of the wider use of the school plant are ahead of those often used in the ordinary day schools. Possibly this mutual action and reaction of "wider" and "narrower" uses of the school is one of the unlooked-for results of experimentation, and the revelation by Mr. Perry of what has been accomplished with inferior equipment will undoubtedly lead to a wider prevision of future possibilities on the part of school authorities. The placing and construction of school buildings will become an important aspect of "city planning" and will register an expansion of civic imagination.

ERNEST L. TALBERT

THE UNIVERSITY OF CHICAGO

Plane Geometry. By C. A. HART and DANIEL D. FELDMAN, with the Editorial Co-operation of J. H. TANNER and VIRGIL SNYDER. New York: American Book Co., 1911. Pp. viii+303. \$0.80.

This textbook, while in its main features it accords with the traditional texts, has some distinguishing features.

Most of the theorems are proved in full, little attempt having been made to introduce the suggestive method, in which the proofs of many theorems are left wholly or in part, with suggestions, to the student. This treatment of the theorems will still meet with the approval of many teachers.

In the proofs of theorems, the steps of the arguments and reasons are arranged in parallel form. "This arrangement gives a definite model for proving exercises, renders the careless omissions of the reasons in a demonstration impossible, leads to accurate thinking, and greatly lightens the labor of reading papers."

An unusually large number of exercises are given. Most of these are grouped, as in most of the newer books, directly after the theorems upon which they depend. Those teachers who do not believe in teaching the applications of geometry will